DOCUMENT RESUME

ED 048 045 SO 000 636

TITLE	Man in a Changing World.
INSTITUTION	Fairfax County Schools, Va.
PUB DATE	Aug 70
NOTE	50p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	Anthropology, *Concept Teaching, *Cross Cultural Studies, *Curriculum Guides, Elementary Grades, Evaluation Techniques, Grade 6, History Instruction, *Inquiry Training, Multimedia Instruction, Questioning Techniques, Resource Guides, Social Change, *Social Studies

ABSTRACT

The sixth level of the social studies curriculum (Fairfax County Public Schools, Virginia), "Man in a Changing World," is designed to maintain a balance between the study of concepts and the development of inquiry skills. Emphasis is given to the role of individual man in several social settings, past and present, Western and non-Western. The content is drawn primarily from the disciplines of anthropology, history, and to a lesser extent, from economics, geography, sociology, and political science. The units developed in the guide are: 1) Man and Culture; 2) Man in the Classical World; 3) Man in the Medieval World; 4) Man and His Search for Freedom (England); 5) Three Modern Faces of Man: Africa South of the Sahara, Japan, Russia. The program utilizes multimedia materials to provide a variety of activities for all students and to prevent reading difficulty from being a stumbling block in achieving social studies objectives, including, records, transparencies, study prints, filmstrips, films, documents, and text and trade books. (Author/SID)

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MAN
IN A CHANGING WORLD

FAIRFAX COUNTY
PUBLIC SCHOOLS

DEPARTMENT OF
INSTRUCTION

FAIRFAX COUNTY, VA.

AUGUST 1970

SP 000 631

INTRODUCTION

The sixth level of the social studies curriculum, "Man in a Changing World," is designed to maintain a balance between the study of concepts and the development of inquiry skills. Emphasis is given to the role of individual man in several social settings, past and present, Western and non-Western. The content is drawn primarily from the disciplines of anthropology, history, and to a lesser extent, from economics, geography, sociology, and political science.

The thrust of the program in skills development centers around helping students learn the use of skills of the anthropologist, archaeologist, and historian, particularly in making inferences from evidence.

A great deal of flexibility and responsibility is given to the teacher in approaches to be used for the program. An inquiry process is emphasized to achieve a student centered program featuring small group and individual student activities.

The program is not a survey of world history, but in a selective manner "postholes" different periods of history and a variety of contemporary societies in order to examine specific aspects of individual and group patterns of life.

The units developed in this guide are: Man and Culture; Man in the Classical World; Man in the Medieval World; Man and His Search for Freedom (England); Three Modern Faces of Man: Africa South of the Sahara, Japan, Russia.

If possible, Introduction to Man should be studied early in the year and the units on the Classical World and the Middle Ages studied consecutively. The units on England, Japan, Russia and Africa can be

taught in any order during the year. The rotating of units will facilitate the use of materials from school resource centers and the County Film Library. The following schedule is a possible form of organization for three teachers.

Man and Culture	Africa	Japan
Greece and Rome	Man and Culture	Russia
Middle Ages	Greece and Rome	Africa
England	Middle Ages	Man and Culture
Japan	England	Greece and Rome
Russia	Japan	Middle Ages
Africa	Russia	England

NOTES TO THE TEACHER

"Man and His World" utilizes multimedia materials to provide a variety of activities for all students and to prevent reading difficulty from being a stumbling block in achieving social studies objectives. Over forty titles of texts and trade books are drawn upon, as well as a variety of materials such as records, transparencies, study prints, sound filmstrips, films, and documents. There is a set of basic books for each unit. These should be kept together with related multimedia materials from the library. A close coordination is required between all sixth level teachers and the librarian to insure the best use of materials. An inventory of all materials should be maintained to help replace losses and to keep the kits updated. Each unit contains a suggested inquiry activity and it is expected that many other ideas similar to those provided will be developed by the teacher.

Attitudes, understandings, and skills in the social studies area should improve if certain assumptions and considerations are kept in mind.

1. Children must be actively involved in the educational process, including planning and evaluation. To achieve this involvement, the teacher must employ a variety of teaching strategies. Questions and activities are included with each unit to help students understand the basic concepts of the unit and to attain unit objectives. These questions could be used to stimulate class discussion, to structure small groups divided according to student interest or for independent study. It is not intended that all questions or activities be studied by the entire class at once. Questions in many cases should be reworded depending on the level of students. Several organizational methods

could be used. For example, children might select those questions that interest them, and, working in groups or independently, draw hypotheses about the questions, use the basic books, sound filmstrips and other sources to gather evidence, and draw tentative conclusions which could be reported to the class or their group. Another organizational method could be to set up centers containing materials related to key concepts. Children could move from center to center at their own rate, exploring the concepts and searching for evidence which could help them to answer the questions raised concerning these concepts.

The following are steps to be taken by students in an inquiry process.

I. Statement of Problem (Question to be answered)	
II. Hypothesis (What does a student think?)	
III. Steps to be taken A. Collect and Organize Information From Different Sources	
B. Evaluate Information and Draw Conclusions	

2. Skills to be developed in social studies and language arts are often the same and should be studied as an entity whenever feasible. For instance, discussion skills, reporting, and examining newspapers are included in all language programs. Lengthy reports and booklets are inappropriate for the elementary child. (Many children interpret "in your own words" to mean paraphrasing, sentence by sentence, an

encyclopedia into synonyms.)

3. The humanities approach to the social studies requires the inclusion of literature, art, music, drama, and the dance.

4. Social studies lends itself to a problem-solving approach. Questions that stimulate thinking, that are open-ended, and that encourage alternate solutions help children experience involvement, excitement, and fun in a learning situation. Simple recall is the lowest cognitive level, and is the least interesting and least beneficial form of learning. A multi-media approach can provide learning experiences for children of varying abilities and interests, while a textbook approach is inflexible and does not develop a depth of understanding. In a multimedia approach students make use of all available resources of the school and the community. Kits for each unit provide a variety of reading materials. In addition, filmstrips and other materials may be made available for students to gather information individually or as a group project in the classroom or in the library.

5. Gaming, simulation, and role playing encourage discovery and inquiry. Several models are interspersed throughout these units, and should encourage teachers and children to develop additional situations.

6. Current events are best related to the social studies content areas. News items should be used to compare versions of the same event to stimulate critical thinking, and to increase children's sensitivity to propaganda. The daily reading of randomly selected news clippings has little value.

7. Because work in small groups is basic to social studies, the teacher and children must plan carefully before dividing into committees.

To insure success, the first experiences should be carefully structured by the teacher. The role and responsibilities of the group leader, the recorder, and committee members must be discussed and then posted for easy reference and evaluation. Committees should be heterogeneous, and newly formed for each activity.

8. In each unit of this guide, specific objectives are stated as nearly as possible in behavioral terms. These objectives should serve as a guide in evaluating student progress.

9. Several of the units for the sixth level program are drawn from history. Although special concepts are emphasized for each period of history studied, certain attention should be given to developing in students a sense of time and chronology. Students should be able by the end of the year to arrange major periods in the order of occurrence. For example, students should know that the peak of Greek civilization was prior to that of Rome and that the Middle Ages followed the decline of the Roman Empire. This does not mean an emphasis on the memorization of dates but merely the development of student awareness of major historical periods.

10. The evaluation of student progress in social studies is a major problem for the teacher.

Unfortunately, pupil evaluation has generally been based on the written recall of information; other learnings have been overlooked. An excellent treatment of social studies evaluation can be found in the National Council for the Social Studies 35th Yearbook, Evaluation in

Social Studies, in which Maxine Dunfee describes three aspects of evaluation:[1]

> (1) Cooperative Evaluation -- The process by which teachers and pupils study critically their activities and projects, cooperative evaluation takes place continually throughout the unit of work -- during the initiation as pupils evaluate the quality of the questions they are asking and signifcance of any problems they are raising; during the planning session which follows the initiation of the unit as pupils suggest and evaluate ideas for carrying on the search for solutions to problems; and during the development of the unit of work and at its end as children analyze their successes and failures in carrying out the plans they have made.
>
> (2) Self-Evaluation -- Through self-evaluation the child attempts to assess objectively his success in meeting group-arrived-at standards of work and in meeting goals set for the child in his planning with the teacher. Self-evaluation is often a corollary of cooperative evaluation. Under favorable conditions, when teachers and pupils cooperatively evaluate their successes and failures, each pupil has an opportunity to see himself in relation to the task and to assess the value of his own contribution. When children ask, "How well did we assume responsibility for carrying out the plans we made," it is to be hoped that each child will be reminded to ask, "How well did I do the part I promised to undertake? How did I contribute to the success or the failure of the group?" Indeed, through cooperative evaluation pupils and teachers often devise check lists which can serve as guides to self-evaluation.
>
> (3) Teacher Evaluation -- Teacher evaluation, ideally, uses a wide variety of techniques to study group and individual accomplishments during the development of the unit of work as well as at its end. As pupils and teacher cooperatively evaluate many of their plans and activities, the teacher has an opportunity to study pupil reaction to group work, to note pupils who participate effectively, to discover the quality of ideas and suggestions proposed in the group, to identify pupils who are skillful in evaluation, and to judge the general attitudes of the children toward their work. Many things of a general nature and some quite specific things are revealed to the teacher through coopertive evaluation experiences.

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[1]Berg, Harry D. (Ed.), Evaluation in Social Studies. Washington: National Council for the Social Studies, 1965, pp. 154 - 156. Copies of the Yearbook may be obtained for $4.00 from the National Council for the Social Studies, 1201 Sixteenth Street, Washington, D. C. 20036.

But the teacher needs more definitive evaluation data about pupils than can be secured through group evaluation and discussion. And thus he plans carefully to assess the results of individual and group effort frequently during the unit of work through observations and questioning, and at its end through a careful analysis of the products of children's work, through a study of anecdotal records kept by the teacher and the pupils themselves, and through the more familiar activities of summarizing and testing.

Teacher evaluation serves several important purposes. It identifies strengths and weaknesses in group endeavor; it provides data for the evaluation of individual progress toward desirable goals; and it provides direction for planning next steps for groups and individuals. It is in the achievement of such purposes that teacher evaluation looks not only to what has been accomplished but also to the future.

The following suggested approaches to evaluation by students and of students are not designed for all students and are not in many cases for direct student use but need considerable modification depending on local needs.

I. Individual or Group Evaluative Check List
   A. What was I (the group) supposed to do?

      1.
      2.
      3.

   B. How well did I (the group) assume responsibility for carrying out the plans that were made?

      Example of a Check List

      1. Completed research
      2. Actively discussed and stayed on the subject
      3. Listened to others

II. Teacher anecdotal record - Keep a log indicating extent of student participation, strengths and weaknesses, and commitment to inquiry.

III. Sample questions or activities to help evaluate student progress are included at the end of each unit.

11. History As Culture Change is a unit developed by the High School Anthropology Project at Chicago, Illinois. The unit met with great success in local pilot trials with sixth grade students and is

highly recommended for use at this level. For details, see the annotated bibliography for sixth grade social studies distributed in the spring of 1970. The unit introduces students to the study of culture and the use of the skills of the anthropologist and archaeologist.

12. Several films are listed throughout the guide as basic. These are films that should be readily available for use from the Film Library. In most cases, these films easily lend themselves to inquiry. Often they may be shown twice, with and without the soundtrack. Students should develop hypotheses based on their film observations. To help stimulate discussion, the teacher may ask questions of students to help them get started. Most units have basic films and accompanying sample questions.

MAN AND CULTURE

Estimated time of coverage - 4 to 6 weeks

I. Introduction

There can be considerable variation in the length of the unit based on what materials are used. Those using the anthropology unit, History As Culture Change may spend as long as nine weeks on the unit. Those using History As Culture Change will use the teacher's manual with that program wnd will not need to refer to this guide for this unit. The unit included here runs parallel to History As Culture Change.

The unit is divided into two parts. Part I examines the emergence and distinctiveness of man, the sciences concerned with the study of man, his past, and his culture.

Part II is a case study of an early civilization, Sumer, to determine the components of a society, and what constitutes and contributes to a civilization. Included with Part II is an inquiry model.

II. Objectives

As a result of inquiry into the questions and activities suggested in Part IV, students should be able to

use evidence and hunches to make inferences about how people live or lived

form and revise hypotheses about man and culture

explain the role of food producing in a developing civilization

explain the reasons for the beginning of cities

explain why people are different colors

explain how complex life is in a primitive culture

explain how man differs from animals

identify major elements of a civilization and the relationship these elements have to each other.

III. Conceptual Base

The unit is built around the concept of culture. Culture is defined as "the way of living which any society develops to meet its fundamental needs for survival, perpetuation of the species, and the order of social organizations, learned modes of behavior, knowledge, beliefs, and all other activities which are developed in human association."[1]

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[1] Major Concepts for Social Studies. Social Studies Curriculum Center, Syracuse University, p. 16.

Culture is often divided into two categories, material and non-material. Material culture applies to the physical objects of the culture while non-material culture consists of values, beliefs, ideas, customs, and social structure. A spaceship is part of our material culture while the idea of monogamy is part of our non-material culture. The use of the material and non-material categories is helpful in drawing comparisons between civilizations. The pitfall of trying to rate civilizations should be avoided. If one is comparing cultures, do so on the levels of complexity rather than on whether one is best.

The questions and activities suggested in Part IV should help students understand these concepts.

IV. Organization and Activities

The materials for this unit center around six basic books. In addition, libraries have other multimedia materials for use in research.

The unit is divided into two parts. Each part has several questions to be used by the teacher in helping students to develop hypotheses. A common approach would be to introduce and discuss these questions with the class and have the class arrive at several hypotheses drawn from the original question. For example, from the general question, "how does man differ from other forms of life?" might come the hypothesis, "man is the only form of life that uses tools" or "man is the only form of life that has a system of communications." Using the different hypotheses that have originated from discussion, small groups of students may carry out research on their particular question to report back to the class or the teacher.

Part I examines the emergence and distinctiveness of man as well as how scientists study man.

The following questions may be used to initiate classroom discussion to develop hypotheses.

> How does man differ from other forms of life? This could be early or modern man.
>
> Who studies about man in the past, and how would such a person find about how man lived in the past?
>
> What is race and how did different races develop?
>
> How would you justify to a visitor from outer space that a primitive Bushman living in the Kalahari Desert is human rather than animal?

The film, Bushmen of the Kalahari, is an excellent example of a film with inquiry potential. The following are types of questions that may be asked on the film.

What qualities does it take to be a good hunter in the Bushmen society?

Do you find any resemblance between the activities and goals of the Bushman hunter and your father and his work?

What specific action or activity on the part of the Bushmen did you dislike the most? Why? What did you like the most? Why?

Do you think the Bushmen are as happy as people living in Fairfax County? Why or why not?

The second basic film for the unit is What Color Are You? The following are types of questions that may be asked on the film.

According to the film, man has come from a common ancestor. Based on this, why do you think prejudice has developed against certain races?

How does man differ from animals in his ability to adapt to his environment?

What features of your body do you think our technological society might outdate in years to come?

Part II examines the elements that make up a civilization, whether modern or ancient. A specific case study may be made of an early civilization such as ancient Sumer. Little attention should be given Egypt which is studied in the fourth grade. The purpose of studying Sumer is to examine the workings of a society as a complete entity. The purpose is not to learn what were the unique contributions of the Sumerians, but to determine what are the major elements of an early civilization.

The following questions may be used to initiate classroom discussion to develop hypotheses.

How does one determine when a culture is considered civilized?

What relationship does geography have to cultural characteristics?

What effect does the ability to produce food have on a society?

What do you think would be the first things primitive man would invent and why?

How is man today different from and like early man?

Are there any primitive cultures existing today? If so, where and why?

The following activity is suggested as an approach for students to use to analyze a culture. This activity is also useful in developing skill in making inferences from evidence.

The Mars Museum

The year is 1977, the American goal of landing a man on Mars has been achieved. A United States astronaut team has just made a successful landing on Mars. Much to their delight, they found the planet Mars inhabited by a form of friendly human life similar to our own with an organized form of government but a completely different form of technology.

Already plans are being made for our second expedition and the Martians have asked that the next astronauts bring some examples of our culture to establish an exhibit in the Martian Museum of Interplanetary History. Because of space limitations, the astronauts are limited by weight and space to an exhibit not exceeding 50 lbs. to be packed in a box, 12" x 14" x 16".

To develop this small exhibit, the leading anthropologists of the U. S. are gathered together to design an exhibit typical of what the United States is like. Six competing teams are established to solve this problem. Several days could be devoted to the project.

Students in the class will be divided into small groups and their assignment will be to determine what items will be packed to represent our way of life. This should first be done on paper with each student contributing ideas for his group. When this step is completed, the students should actually pack their box.

The next step is for groups to exchange boxes. Each group will analyze what the United States is like based on what they unpack. Students must try to role play the Martians who have no idea about our way of life. The analysis should be done using the attached form and questions. The small groups can be even further subdivided with perhaps only two students reading an artifact.

A culture analysis report will be written and presented orally by each group to the class including the list of items in each box. The class will vote on which of the six exhibits should be sent to Mars as best representing American culture.

Artifact Analysis Form

What is the function of the artifact?

What insight does it give for the culture?

How do you know this?

Factors to consider:

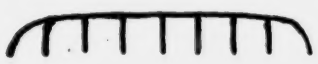
Values	Communications
Economics	Defense
Technology	Religion
Family	Recreation
Political organization	Fine arts
Food, clothing, shelter	

V. Unit Evaluation

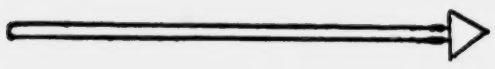
The following questions are examples that may be used for evaluating student progress.

What would be the effect on a culture of the mass migration of a group of people from a desert area to an area located on the ocean?

What would the discovery of the following artifacts tell you about a culture?


($\frac{1}{4}$ actual size)

($\frac{1}{100}$ actual size)


($\frac{1}{36}$ actual size)

You are a pen pal with an elementary student in rural Afghanistan. The student knows very little about the United States. Identify three pictures from magazines that best typify your life as a student in Fairfax County and write a brief explanation why you selected each picture. (This is a take-home question.)

VI. Multimedia Materials

BASIC BOOKS

Bateman, Walter L. How Man Began. Chicago: Benefic Press, 1966.

Dickenson, Alice. The First Book of Stone Age Man. New York: Franklin Watts, Inc., 1962.

Kubie, Nora. The First Book of Archaeology. New York: Franklin Watts, Inc., 1957.

Mellersh, H. E. L. Sumer and Babylon. New York: Thomas Crowell Co., 1965.

Neurath, Marie and Worboys, Evelyn. They Lived Like This in Ancient Mesopotamia. New York: Franklin Watts, Inc., 1964.

Stillwell, Hart. Looking At Man's Past. Austin: Steck-Vaughn Co., 1965.

BASIC FILMS

Bushmen of the Kalahari, McGraw-Hill, 12 min. An anthropologist discusses the way of life of the Kalahari bushmen.

What Color Are You, EBEC, 15 min. The film examines why all people don't look alike or have the same color skin.

FILMSTRIPS

Collecting and Interpreting Fossils. EBEC. This sound filmstrip is accompanied by a teacher's guide and illustrates some techniques for locating and studying fossils.

Epic of Man Series. Life. The following filmstrips offer a good introduction to the beginnings of civilization.
"Man Inherits the Earth"
"The Dawn of Religion"
"The Faith of the Aboriginies"
"Neolithic Folk Today"
"Coming of Civilization"
"Sumer, First Great Civilization"

How Man Began. Benefic Press. A supplement to the book, How Man Began, the filmstrip offers an introduction to early man.

Man Explains His World. Modern Learning Aids. An open-ended filmstrip, the human characteristic of asking "Why?" and the questions that man has asked through the ages are explored.

Man Uses His Tools. Modern Learning Aids. Designed to help students explore unique features of man, the filmstrip illustrates how the use of tools has helped to make man human.

Mesopotamia, Cradle of Civilization, EBEC. Produced by the National Geographic Society, this sound filmstrip helps students compare the inventions of writing, money, the wheel, law, and astronomy to modern achievements.

The Rise of Civilization Series. EBEC. The series uses drawings to show early developments in the rise of civilizations.
"The Rise of Settled Village Life"
"The Birthplaces of Civilization"
"The Rise of Mesopotamian Civilization"

SUPPLEMENTARY FILMS

A limited number of prints of the following films are available in the County Film Library. They have limited value and are of average quality. For descriptions, see the County Film Guide.

Archaeologists At Work. Film Associates, 13 min.

Man and His Culture. EBEC, 15 min.

The Archaeologist and How He Works. International Film Bureau, 19 min.

The Story of Prehistoric Man. Coronet, 11 min.

TRANSPARENCIES

Prehistoric Man. 3 M Company. The set consists of twenty-three originals from which transparencies can be made. Included is a comparison of the physical characteristics of early and modern man and glimpses of early cultural development.

MAN IN THE CLASSICAL WORLD

Estimated time of coverage - 6 weeks

I. Introduction

The study of Greek and Roman cultures is intended to help students comprehend the importance of the worth and dignity of the individual in society. A second emphasis is on the relationship between the individual and his government. An investigation of the forms of government for the city-states of Athens and of Sparta should help pupils recognize the influence of government upon the growth and development of a culture, as well as the role of the individual in the culture. The third area of emphasis is the study of Greek and Roman influences upon the humanities in contemporary society, i.e., investigation of the architecture of several buildings in Washington, D. C.

II. Objectives

As a result of inquiry into the questions and activities suggested in Part IV, students should be able to

form and revise hypotheses concerning the relationship between the individual and his government in Greek and Roman cultures

identify and discuss some of the influences of the Greeks and Romans upon our civilization in the field of government

identify and explain several influences of the Greeks upon Roman culture

identify and discuss several influences of the Greeks and Romans upon the arts and sciences of contemporary society

identify and discuss the influence of geographic factors upon the development of Greek civilization

discuss the major factors which may have influenced the rise and decline of the Roman Empire

demonstrate correct use of the terms B.C. and A.D., democracy and dictatorship.

III. Conceptual Base

This unit is built around the following major concepts:

Dignity of man is a belief in the preciousness of human life and a knowledge of social and political instruments which men have developed to preserve and enhance human dignity.

Government by the consent of the governed is a process by which governments are established and operated by the consent of the governed, the intended purpose of which is to assure the respect for and practice of values which men choose as important to their lives.

Social change is the contact between cultures or the interaction of new ideas within a culture, an example of which is the influence of Greek culture upon that of the Romans.

The questions and activities suggested in Part IV should help students understand these concepts.

IV. Organization and Activities

The materials for this unit include seven basic books, as well as many supplementary materials. An approach to the unit is to suggest that pupils come to class prepared to show or tell about any symbol of Greek or Roman culture which they can discover in today's society. This symbol might be a picture from a magazine, a personal object, a slogan, or whatever the pupil wishes to share with the class. Some attempt should be made to classify the symbols under philosophy, architecture, law, and literature.

The study of the unit may then be continued through various approaches as suggested in Notes to Teachers, No. 1.

It is suggested that the unit be divided into two parts. The first investigates culture of the Greeks and the second part that of the Romans. The following films are basic to Part I and several suggested questions for each film are included below.

Life in Ancient Greece: Role of the Citizen. 11 min.

How did Greek democracy differ from that in the United States, particularly concerning the participation of the individual?

What was the purpose of the Ephebic Oath? Do we have any comparable oaths today?

How do the qualifications for citizens differ in the United States from ancient Athens?

Do you think the responsibilities of the United States citizen are alike or different from those of the Athenian citizen?

Life in Ancient Greece: Home and Education. 14 min.

Compare Greek family life to that of the United States.

What was the role of the slave in Greek society?

What was the purpose of education in Greek society?

The following film is basic to Part II and several suggested questions are included.

Claudius, Boy of Ancient Rome. 17 min.

What did the Romans value most? How did this compare with what we value most?

Compare the life of Claudius with that of Vistus.

Why did Claudius feel that he owned the life of Vistus?

What was the role of the father in the Roman family?

Part I: Ancient Greece

Part I of this unit deals with Greek culture covering the concepts previously mentioned.

Some suggested questions to be used as a basis for inquiry from which hypotheses could be formulated are:

How did the Greeks consider man should behave?

How did the Greeks consider that man should govern himself?

What did beauty mean to the Greeks? (aesthetics, art, architecture, physical fitness and Olympic games)

How did the Greeks write history? How valid is history?

What kinds of thinking did the Greeks consider to be important and what kinds of questions did they ask?

What influences caused Athens and Sparta to develop in different ways? (e.g., geographic, economic, and ideological factors.)

What features of Athens and Sparta exist in contemporary society today?

Compare the rights of the people of Athens and Sparta with those of the citizen of the United States today.

Where would you have preferred to live, Athens or Sparta? Why?

Part II: Ancient Rome

Part II of this unit deals with the Roman culture covering the concepts previously mentioned.

Some suggested questions to be used as a basis for inquiry, from which hypotheses should be formulated are:

How can you tell the difference between fact and legend? Is the story of Romulus and Remus a legend or fact? Why or why not?

What were some of the influences of Greek culture upon the Romans?

What is meant by the statement "All roads lead to Rome"?

In what ways did the government of Rome compare to the government of the United States?

What was meant by Roman law? What features of it are found in the United States today?

What problems of urban society today existed in ancient Rome?

Did the Romans provide equal legal protection for all people?

What characteristics did the Romans value most in an individual?

How did the spread of Christianity affect the Roman Empire?

Did Rome have more in common with Athens or Sparta? Why or why not?

Would you rather have been a citizen in Athens, Sparta, or Rome? Why?

What characteristics of society in Athens, Sparta, and Rome may be found in the United States society today?

The following activity is suggested as a way to promote student research and inquiry.

A Man For All Ages

Students should choose one of the men listed below, or another man of their choice from Greek or Roman cultures, and attempt to answer the question: What did he contribute to world civilization?

Aristotle	Socrates	Herodotus
Archimedes	Hippocrates	Julius Caesar
Pericles	Augustus Caesar	Homer

Situation: You are _____. You are trying to convince your fellowmen of the worth of your beliefs and ideas.

Data on the following questions should help you to better understand the personality you are assuming:

1. What characteristics do you possess?

2. What is your relationship with others?

3. What are your beliefs?

4. What do you think are contributions you can make to society?

5. What actions do you take to convince others of your beliefs?

Instructions for Teacher:

Students will work for two or three days individually gathering data on one of the above persons they select. They will then divide into small groups, each with a leader and recorder. The groups will be based upon the character selected.

The next day, the groups will analyze and compile their data on their selection. Following this, they will decide who from their group will assume the role of presenting their case to the class in an interesting and dramatic manner.

During the disucssion, the members of the class should consider the contributions each made to mankind.

Finally, the class will vote to determine who is considered to have made the greatest contribution to civilization.

V. Unit Evaluation

The following are suggested activities and questions which may be used for evaluating this unit:

1. Have teams debate whether the Greeks or Romans made a greater contribution to world civilization. The class should then decide which debate team presented the better evidence to substantiate their hypotheses.

2. Have students make brief comments on the tape recorder of what they think it would have been like to have lived in Sparta, Athens, and Rome.

3. Have some students write comparative paragraphs telling what they think would have been their rights as a citizen in Sparta, Athens, or Rome as compared to the United States today. (This could be group or individual efforts.)

4. On a voluntary basis have a group dramatize a scene centering on the issues listed below

Place: Roman Forum
Situation: A crowd has gathered at the Forum. Present are the Senate, Julius Caesar, several citizens, tribunes.

Topic for discussion: The complaint of Roman farmers. Rome takes tribute from conquered areas in the form of grain which decreases the demand for grain grown in the homeland. Farmers cannot make a living; they leave their farms and come to the cities to join the large numbers of unemployed. How can the situation be helped? Slaves were doing all the work. How could their jobs be given to roman citizens? What could be done with the slaves?

The moral structure and stamina of the nation was weakening. How could it be bolstered up again?

VI. Multimedia Materials

BASIC BOOKS

Clark, Thomas D. and Beeby, David J. America's Old World Frontiers. Chicago: Lyons and Carmalon, 1962

Jashemski, Wilhelmina Feemster. Letters From Pompeii. New York: Ginn and Co., 1963.

Miller, Shane. The Romans: In the Days of the Empire. New York: Coward-McCann, 1963.

Neurath, Marie and Ellis, John. They Lived Like This in Ancient Greece. New York: Franklin Watts, Inc., 1968.

Reuben, Gabriel and Schwartz, Sheila. How People Lived in Ancient Greece and Rome. Chicago: Benefic Press, 1967.

Robinson, Charles A. Jr. The First Book of Ancient Greece. New York: Franklin Watts, Inc., 1964.

_____. The First Book of Ancient Rome. New York: Franklin Watts, Inc., 1964.

BASIC FILMS

Claudius - Boy of Ancient Rome. EBEC, 17 min. The film uses the story of a Roman boy's friendship with a young slave to highlight the life and customs of ancient Rome.

Life in Ancient Greece - Home and Education. Coronet, 14 min. The features of a typical family of Athens are shown including religion, education, and ideas.

Life in Ancient Greece - Role of the Citizen. Coronet, 11 min. The privileges and responsibilities of an Athenian citizen are examined.

FILMSTRIPS

Ancient Greece: Cradle of Western Culture. SVE.
"The Aegean Age"
"Age of Migration and Early Settlement"
"The Rise of the City-States"
"The Golden Age: Ascendancy of Athens"
"The Golden Age: The Greek Wars and the Decline of Athens"
This series of filmstrips and records uses photos, maps and drawings to depict historical and cultural developments of ancient Greece.

Ancient Rome. EBEC.
"Great Accomplishments of the Roman Empire"
"Julius Caesar: Politician and Dictator"
"Living in Ancient Rome"
"Two Boys of Ancient Rome"
"Architecture of Rome"
This series of five filmstrips covers the major achievements of Roman civilization including the panorama of daily life in ancient Rome.

Athens. Life. This filmstrip offers a general overview of the famous historical sites of Athens. Recommended for average and above average students.

Great Age of Warriors, Homeric Greece. Life. This is an excellent filmstrip showing how soldiers of Greece shaped European history.

Life in Ancient Greece. Museum Extension Service. This filmstrip uses paintings, artifacts, photographs to examine life in ancient Greece.

Roman Way of Life Series. SVE.
"People of Rome"
"The Religions of Rome"
"Roman Communities and Homes"
"Roman Architecture and Art"
The culture, customs, and daily activities of the Roman people are pictured in this sound-filmstrip series consisting of four filmstrips, two records and four guides.

Rome. Life.
"King and Consuls"
"The Early Christians"
"The Emperors"
These three filmstrips on Rome examine different periods in the growth of Rome from early village beginnings to the time of Charlemagne.

The Roman Empire. Coronet. This series of four filmstrips is accompanied by two records and offers a great deal of basic background information in the Roman Empire.

SUPPLEMENTARY FILMS

The following films, although useful, are not as readily available from the Film Library as the basic films. The quality of some of these is not particularly good. For details, see descriptions in the County Film Guide.

Mythology of Greece and Rome. Film Associates. 16 min.

Roman Life in Ancient Pompeii. Sutherland Educational Films. 16 min.

STUDY PRINTS

Historical Reconstruction of Ancient Greece. EBEC.

Historical Reconstruction of Ancient Rome. EBEC.

TAPES

The following tapes are available for a nominal fee from the Media Center.

Athens Becomes Center of Culture

Memories of Athens

What the Greeks Gave to Us

TRANSPARENCIES

Cultural Diffusion in the Mediterranean World. EBEC.

MAN IN THE MEDIEVAL WORLD

Estimated time of coverage - 5 to 6 weeks

I. Introduction

This unit is intended to examine several aspects of the life style of the Middle Ages. It is not intended to be a chronological survey. The unit stresses the role of the individual in a tightly controlled society and the role of classes within that society. A second emphasis is given the nature of and reasons for conflict in the Middle Ages and the way in which the society was organized for warfare. Finally, attention is given the causes of the transition between the manor and the town society.

II. Objectives

As a result of inquiry into the questions and activities suggested in Part IV, students should be able to

form and revise hypotheses

describe how the lord/vassal/serf/ structure affected the lives of the people of the Middle Ages

compare and contrast aspects of life in the Middle Ages with contemporary life

describe how and why the feudal society was organized for fighting, defense, and war

discuss the reasons that the lord/vassal/serf structure broke down and describe the institutions that took its place

discuss how the changes in the way man viewed himself and his world effected a Renaissance

define basic terms associated with the middle ages such as feudalism and chivalry.

III. Conceptual Base

Social control is "the mechanisms by which society exercises its dominance over component individuals and enforces conformity to its norms."[1]

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[1] Major Concepts for the Social Studies. Social Studies Curriculum Center, Syracuse University; pp. 8-9.

Conflict is "characteristic of the growth and development of individuals and of civilizations as a whole. Society is constantly pressured to respond to conflicting forces. Rather than to minimize conflict or shield young people from the fact of its existence, we should make them aware of the origin of conflict, and help them to develop healthy attitudes toward conflict as an aspect of reality with which they must learn to cope."[2]

Another concept which could be considered, dependent upon time and student interest, is the concept of causation (the relationship of cause and effect). The questions and activities suggested in Part IV should help students understand these concepts.

IV. Organization and Activities

The materials for this unit center around two basic books, Castle, Abbey, and Town, and How People Lived in the Middle Ages and several filmstrips and films.

Introductory Activity

At the beginning of the unit, the students list on the board sentences which describe aspects of life in the Middle Ages which they believe to be true. Teachers should in no way evaluate the statements at this time (statements such as "People lived in castles," "Most people wore shining armor"). Children will use this list to write a paragraph entitled, "Life in the Middle Ages." The teacher should keep a copy of this original list and the student paragraphs.

During the course of the unit, the pupils may add to or delete statements from the list, supported by sufficient evidence to justify the change. At the end of the unit, students will use the revised list to write a new paragraph with the same title as the original. The teacher should then have the students compare their two paragraphs and the original and final lists, and should help the students to clarify the process that they have been through.

The following film could be used to conclude the unit. The following questions may be helpful in discussing the film, Europe in Transition.

> The narrator says that the three pillars of Medieval society were the church, emperors, and the nobility. What evidence for this was found in the film?
>
> Why do you think Medieval man was so superstitious?
>
> Why did the narrator say that "gunpowder forecast the opening of our modern age"?

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[2] Ibid., p. 17.

What reasons can you give for the narrator's statement that the rise of the middle class in towns was the birth of modern society?

If the film is used at the beginning of the unit, show it without sound. Have the students draw inferences about the late Middle Ages by looking at the artwork. Then show the film again with sound.

The following questions may be used to stimulate class discussion, small group activities, or independent study. (See Notes to the Teacher, No. 1, for suggested methods of using these questions.) The questions are subordinated to the concept which they should best help to clarify.

Social Control

Is there a need for controls in every social situation? (i.e., classroom, playground, battlefield)

How did methods of control in the Middle Ages differ from methods of control in contemporary United States?

What are some ways in which the lord of the manor exerted control over his serfs? How did these controls restrict a serf's ability to control his own future?

Why did not more serfs attempt to break away from serfdom?

What are some ways in which the medieval church exerted control over members of the society?

How would life on a manor differ from and be similar to life in your own neighborhood?

Conflict

In what ways is conflict a part of your life?

In what ways was feudal life organized for conflict? (castles, moats, armor, weaponry, code of chivalry, knights)

What similarities and differences are there between the reasons men fought in the Middle Ages and the reasons men go to war today? Do you think you would have fought in a crusade if you had lived then? Why or why not?

Causation

(These questions should be discussed in the following order if the children are to see the cause and effect relationship)

How did competition lead to the development of a town society?

How did the development of a town society weaken the relationship between peasant and lord?

How did the development of trade between towns lead to more allegiance to a king?

How did greater allegiance to a king lead to nationalism?

How did increased economic well being lead to a desire for personal freedom?

What brought about the change in man's view of his world which resulted in the Renaissance?

V. Evaluation

The following are some activities which may be used to evaluate student progress.

Have students choose one major question which they examined during the unit, state their hypothesis, and list evidence that they found to support it.

Students studied the right of American citizens in grade 5. Have students contrast the rights of a U. S. citizen with the rights of a serf.

Identify and explain any aspects of feudal society that exist in your every day life or in American society today.

If a serf, like John in Castle, Abbey, and Town, left the manor and moved to the town, in what ways do you think his life would be different from his life on the manor?

In general, do you think life in the Middle Ages was more like life in earlier times, such as in Greece and Rome, or like life today? Why?

VI. Multimedia Materials

BASIC BOOKS

Black, Irma S. Castle, Abbey, and Town. New York: Holiday House, 1963.

Buehr, Walter. Knights and Castles and Feudal Life. New York: G. P. Putnam's Sons, 1956.

King, Fred M. How People Lived in the Middle Ages. Chicago: Benefic Press, 1966.

BASIC FILMS

Europe in Transition - The Late Middle Ages. Alemann, 14 min. This excellent film could conclude the Middle Ages unit. It emphasizes the elements of life which brought man out of the Middle Ages into a Renaissance, using great works of art as a visual stimulus.

FILMSTRIPS

Medieval Europe Filmstrip Series. EBEC.
"The Medieval Manor"
"The Town and Its Guilds"
This set of filmstrips was filmed in France and illustrates the institution of Feudalism through views of daily life on a manor and in a town.

The Medieval Church.
Feudalsim.
Medieval Towns and Cities.
These three filmstrips are part of a series by SVE on the Middle Ages. They use photos and rather elementary art work to examine institutions of the period.

Life in the Middle Ages. Museum Extension Service. Actual sites and artifacts are used to examine life in the period.

The Middle Ages. Life. Works of art are used to explore the life of men and women of the Middle Ages and to define the social order of the time.

SUPPLEMENTARY FILMS

The following films have some limited value, but were not of enough high quality to be included as basic films. These limited prints are available. For descriptions, see the County Film Guide.

Discovering the Music of the Middle Ages. Film Associates, 20 min.

Life in a Medieval Town. Coronet, 16 min.

The Meaning of Feudalism. Coronet, 10 min.

The Medieval Knights. EBEC, 22 min.

The Medieval World. Coronet, 11 min.

MAN AND HIS SEARCH FOR FREEDOM: ENGLAND

Estimated time of coverage - 3 weeks

I. Introduction

This unit stresses the development of freedom in England, emphasizing the Magna Carta, the role of Parliament, and the English Bill of Rights, and how each is related to similar institutions and documents of the United States.

II. Objectives

As a result of inquiry into the questions and activities suggested in Part IV, students should be able to

use evidence to evaluate the realtionship between men and events

recognize what can happen when conflict is unresolved or resolved through means that are not considered legitimate by society

explain how the following contributed to individual freedom: Magna Carta, Parliament, trial by jury, English Bill of Rights, common law

locate and gather information on a specific topic.

III. Conceptual Base

This unit is built around the concept of government by the consent of the governed. "Government is the creation of man to secure the rights of the individual...whenever government fails to secure these rights, the people may alter it to make it a more effective instrument of their will."[1] The questions and activities, suggested in Part IV should help students to understand this concept.

IV. Organization and Activities

The activities for this unit center around the inquiry model and the questions listed below. The recommended books and Jackdaws are written on a relatively high level; however, the four filmstrips from Great Episodes in British History can fill any gaps for those unable to handle the reading levels of the recommended materials.

England's Great Charter

If available, the teacher should play the tape of Roger Wendover's version of a "conference held by the barons against King John." The tape can be purchased from the Media Center. Divide the class into

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[1] Major Concepts for Social Studies. Social Studies Curriculum Center, Syracuse University, p. 25.

small groups using a different leader and recorder for each group. Several groups would represent the barons; other groups would represent King John and his advisors. Each group would develop and summarize its ideas on actions and tactics to be implemented in order to have the most favorable outcome for the group it represents.

Each group leader will report his group's summary to the class. The class would then discuss the varying points of view. Conclude the session playing the tape of the historical solution. This activity should take three to four days. (For approaches, see Notes to the Teacher, No. 1.) The unit can be developed further by investigating the following questions:

How were government and law established in England and how did they affect us?

Why does freedom sometimes come from injustice?

Do events make men or do men make events? (King John, Magna Carta; Oliver Cromwell, Puritan Revolution?)

Compare the following documents and institutions:
Magna Carta - Declaration of Independence
Common Law - Roman Law
Parliament - Congress
Trial by Jury - Trial by Ordeal (refer to 5th yr. casebook)
English Bill of Rights - Declaration of Independence

How did the above institutions and documents contribute safeguards to individual freedom?

Why did the Puritans come to New England?

V. Unit Evaluation

How would people react to the following situations. Support your predictions by referring to similar historical incidents.

If you woke up this morning and heard on the radio or read in the newspaper that

A popular leader of a small political party was jailed the day after the election campaign began.

A state religion has been established. Each family must pay a special tax to help support the church.

Students will not be allowed to bring lunches to school. All students must purchase lunches from the cafeteria. Lunches will cost $3 a week.

Which of the following would be most difficult to prove true or false and why?

King John signed the Magna Carta.

England has a Bill of Rights.

King John lost his treasure in the wash.

William and Mary were English.

Common Law is written.

Oliver Cromwell was a leader.

Charles I was beheaded.

Without the Magna Carta democratic government would not have been developed.

Place the number of the answer which most correctly completes each of the statements in the space provided.

To locate the page in a book that gives information about William and Mary use the _____.

1. Index 2. Table of Contents 3. Appendix 4. Bibliography

A list of references is called the _____.

1. encyclopedia 2. appendix 3. biography 4. bibliography

If you were using a reference book on European history, and wanted to find out quickly whether or not it told about the Magna Carta, what would you do?

If you discovered that the authors of two different books have given different figures for the total number of men who signed the English Bill of Rights, the best way to find out which one is right is to _____.

VI. Multimedia Materials

BASIC BOOKS

Alderman, Clifford L. Death to the King. New York: Julian Messner, 1968.

_____. That Men Shall Be Free. New York: Julian Messner, 1964.

Dougherty, James. The Magna Carta. New York: Random House, 1963.

Howard, Dick. Magna Carta, Text and Commentary. Charlottesville: University Press of Virginia, 1964.

Swindler, William F. Magna Carta. New York: Grossett and Dunlap, 1968.

FILMS

No films were found for the unit that were considered outstanding enough to be considered basic. The following is not particularly good.

English History - Norman Conquest to the 15th Century. Coronet, 11 min.

FILMSTRIPS

Great Episodes in British History, EBEC.
"The Norman Conquest"
"The Puritan Revolution"
"Magna Carta"
"The Bill of Rights"
Water color drawings are used to help examine the people and events of British history related to the development of freedom. Particular attention is given to the development of law, justice and freedom.

Our Heritage from Medieval England, McGraw-Hill. Color drawings are used to acquaint students with what effect the events of the period played on our present life. The art work is very elementary.

JACKDAW KITS

Magna Carta. G. P. Putnam and Sons.

Trial and Execution of Charles I. Grossman Publishers.

These materials consist of a packaged kit of documents, maps, charts, and engravings. Included are broadsheets which present modern interpretations of the different phases of major events. To insure greater durability, the materials can be dry mounted.

TAPES OF READINGS

"Conference Held By the Barons Against King John"

"The Trial of King Charles I"

Both of the above can be ordered from a single master tape in the Media Center. Copies can be obtained for the school library.

AFRICA SOUTH OF THE SAHARA

Estimated time of coverage - 6 to 9 weeks

I. Introduction

The unit stresses the life of the people of Africa, especially in relation to geographic setting, values, needs, and ways in which the conflict between tradition and modernization have affected the African's life. Teachers are directed to an excellent source which suggests several teaching approaches and puts the study of Africa in educational perspective. Included in the book, Africa South of the Sahara: A Resource and Curriculum Guide (Barry K. Beyer, Director, Project Africa, Thomas Y. Crowell Co., 1969, $6.95) is a summary of what African scholars consider as the most important knowledge objectives in any up-to-date study of Africa. This summary is quoted here to serve as a frame of reference for teachers:

1. Africa is a land of great diversity - in peoples, cultures, geography, and other aspects of life.
2. Africa presently is in the throes of rapid, far-reaching change; one of the most pressing problems there is today in the breakdown of the traditional way of doing things.
3. There is a very recent sense of history in Africa.
4. The history and geography of each African region are very closely interrelated.
5. There is constant competition for land between animal life and an increasing population.
6. Many of the problems that Africans face are also facing the United States, e.g., urbanization, education, social change.
7. Most inhabitants of tropical Africa live in perpetual poverty, hunger, disease, and ignorance; the implications of these for future progress are enormous.
8. Africans have developed a passion for education.
9. Africa is a good illustration of how different people perceive and react to their environments differently.
10. Africa is playing an increasingly significant role in the world today, Although it is one of the most illiterate, diseased, fragmented and underdeveloped of all the continents, it also has the world's largest underpopulated habitable areas and a wide variety and significant quantity of important natural resources.

II. Objectives

As a result of inquiry into the questions and activities suggested in Part IV, students should be able to

form and revise hypothese about African life

use evidence gathered in studying Africa to make predictions about the future of Africa

locate Africa in relation to the other continents and identify the major geographic features of Africa

locate Africa's climatic zones and explain their impact on life

compare tribal boundaries with national boundaries and draw implications from the lack of relationship between the two

recognize the variety in types of food, clothing, and shelter utilized by several tribes

describe the institutions and customs which tend to preserve harmony and order within a selected tribe

recognize influences of nature and indigenous religion on African art forms

compare the economic goals of African village life with those of urban Africa

explain some effects of European colonization upon native African culture.

III. Conceptual Base

This unit is built around the following major concepts.

Habitat and its significance is the relationship between man and his environment and human modifications of that environment.

Culture and the dignity of man is the way in which man develops social and political instruments to preserve society and maintain individuality.

Sovereignty of the nation state, conflict and loyalty are involved in the evolution of national states from tribal societies and the relationship of those states to each other and to the tribal group.

The industrialization - urbanization syndrome, social control and social change are involved in the conflict between the quest for industrial development and the movement of population to the cities and African village life.

The questions and activities suggested in Part IV should help students understand these concepts.

IV. Organization and Activities

The materials for this unit center around a number of basic books and other multimedia materials. The sound filmstrip set, The Living World of Black Africa, is highly recommended for this unit.

At the beginning of the unit the teacher should gather some data from the class to determine what they know and believe about Africa. A stereotype version of Africa will probably emerge. The "World Regions Perception Survey," developed by Project Africa provides an excellent approach to this activity. The survey with explanation will be distributed with this guide. It is suggested that children fill out this form and be given a summary of the results at the beginning of their study. The check list could be filled out again at the end of the unit to help the teacher and students determine if and why some of their perceptions have changed.

A basic film that does an excellent job in showing widely differing life styles in Africa is West Africa: Two Life Styles. The following are types of questions that may be asked on the film.

> What did you see in the film that surprised you? What did you see that you expected?
>
> Do you think either of the main characters would like to change places with each other? Why or why not?
>
> What similar cares and ideals did Pierre and Fatime have?
>
> How did the people in Pierre's village show respect for each other? Do we have any similar customs? Explain your answer.

For suggestions on use of films, see Notes to Teachers, No. 11.

The following questions and activities should help students to understand the basic concepts of the unit and to attain the unit's objectives. For suggestions on approaches see Notes to the Teacher No. 1.

Habitat and Its Significance

> How have different groups adapted their way of life to their environment? How have some groups modified their environment to meet their needs?
>
> How has climate affected occupations?
>
> How are basic needs of food, shelter, and clothing met by different groups?

Culture and Dignity of Man

Groups of children would investigate the following questions in relation to one of these four tribes - Hausa, Kikuyu, Yoruba, Masai:

> How do tribal groups seek to perpetuate their own culture?
>
> How are harmony and order preserved within a group?
>
> How is family life structured (how are children reared and educated; how do institutions such as marriage perpetuate the family)?

What role does technology play in the daily life of the people?

Why do so many Africans believe in the supernatural?

How does allegiance to family and tribe in Africa compare to allegiance to family and community in America?

Sovereignty of the Nation State - Conflict and Loyalty

Why is there a conflict between tribal and national loyalty?

What are some important problems which all emerging African nations must solve?

Why do tribal boundaries and national boundaries have little relation to each other. What are some problems which this causes?

Industrialization - Urbanization Syndrome - Social Control and Social Change

What are the major forces which have operated in the past to change traditional African society? What forces operate to change that society today?

Why is there such a great contrast between urban and rural life in Africa?

Why have cities in Africa grown so fast?

Why would an African villager move to the city?

How would a villager's life and values change if he moved to the city?

V. Unit Evaluation

Give the stereotype checklist, "World Regions Perception Survey," at the end of the unit, and have students justify those items they select for Africa.

On an outline map of Africa, have students identify the major geographic features (mountains, grasslands, rainforests, deserts).

Have students choose one major question which they examined during their study of the unit, state their hypothesis, and list evidence that they found to support it.

Have a student write a descriptive paragraph of the life of a child within a tribal group, explaining how the group exercises control over the child. Have a student write a descriptive paragraph on the life of a child in a city and compare the two.

VI. Multimedia Materials

BASIC BOOKS

Allen, William D. Africa. Grand Rapids: Fideler Co., 1968.

Davis, Russell and Brent, Ashabranner. Land in the Sun: The Story of West Africa. Boston: Little, Brown and Co., 1963.

Grieg, Mary E. How People Live in Africa. Chicago: Benefic Press, 1967.

Jochannan, Yosef Ben. Africa, Land, People, and Cultures of the World. New York: William H. Sadlier, Inc., 1969.

Kanla, Edna M. The Bantu African. New York: Franklin Watts, Inc., 1968.

Lacy, Leslie Alexander. Black Africa on the Move. New York: Franklin Watts, Inc., 1968.

Life Nature Series. The Land and Wildlife of Africa. New York: Time, Inc., 1967.

Lobenx, Norman M. The First Book of East Africa. New York: Franklin Watts, Inc., 1964.

McKown, Robin. The Congo, River of Mystery. New York: McGraw-Hill, 1968

Marvin, Stephen. Africa. New Jersey: Field Educational Publications, Inc., 1969.

BASIC FILM

West Africa: Two Life Styles. BFA, 16 min. The daily life of two Africans in very different settings are examined.

FILMSTRIPS

The Living World of Black Africa. Collier-Macmillian. 1969. A sound filmstrip collection consisting of twelve filmstrips, six records, and teacher's guide, this series offers an excellent view of the people of Africa and how they live. The entire unit could be built around this series which includes case studies of the life style of a tribe, the Masai, and the problems of an emerging nation, Kenya.

SUPPLEMENTARY FILMS

The following films are not as readily available from the Film Library as the basic films. For descriptions, see the County Film Guide.

Africans All. International Film Foundation, 23 min.

African Girl - Malobi. Atlantic, 11 min.

African Continent: An Introduction. Coronet, 16 min.

African Continent: Southern Region. Coronet, 11 min.

African Continent: Tropical Region. Coronet, 14 min.

The Economy of Africa. McGraw-Hill, 13 min.

TRANSPARENCIES

Africa. Keuffel and Esser. 1968. The following transparencies have been issued to all schools.

"Africa in the World"
"Africa and the Continental United States"
"Major Climatic Types"
"Transportation"
"Indigenous Races"
"Major Religions"
"Areas Controlled from Europe"
"African Independence"

JAPAN

Estimated time of coverage - 3 to 4 weeks

I. Introduction

Modern Japan was chosen as a case study because of the tremendous changes that have taken place in Japanese culture and economy over the past few decades. Japan serves as an excellent vehicle to study the concept of social change and the process by which cultures spread and intermingle.

The isolation of Japan for many years followed by the impact of Western culture has resulted in a unique society containing characteristics of the old and new, Western and non-Western.

Japan provides an opportunity to study scarcity and how, with limited natural resources, man was able to produce a modern industrial nation.

The relationship between Japanese life and nature where all facets of living are interlocked with features of the physical environment is a third major feature of Japanese society. This unit concentrates on Japan today and is not intended to be a survey of Japanese history.

II. Objectives

As a result of inquiring into the questions and activities suggested in Part IV, students should be able to

use evidence and hunches to make inferences about how people live in Japan

explain how Japanese culture has been influenced by other cultures

explain why Japan has made such rapid progress in technology and education as compared with other Asian countries

explain why certain art forms are unique to Japan

identify unique characteristics of Japanese culture

explain the relationship between Japanese culture and nature

identify the chief characteristics of the physical geography of Japan.

III. Conceptual Base

Social change involves the mixing of diverse cultures. This often creates a culture different from either of those intermingled. Japan is an excellent example of such a phenomenon. The job here is to analyze the life style of Japan today and predict what lies ahead.

Scarcity refers both to physical limitations and to limitations related to the wants of the people of a society. Japan illustrates how a country with very limited resources has made great technological strides.

Habitat is the relationship between the people of a country and their natural environment. This is well illustrated through the study of Japan.

The questions and activities suggested in Part IV should help students understand these concepts.

IV. Organization and Activities

The materials for this unit center around five basic books. In addition, libraries have other multimedia materials for use in research.

For initiating the unit, students should bring to school artifacts or pictures of artifacts dealing with Japan including food, clothing, and artwork. The collected artifacts may be classified according to use and then the class may be divided into small groups to answer questions making inferences from the artifacts. For example, one group may examine Japanese food, another clothing, another artwork, and another may listen to Japanese music or read a poem or story. Types of questions the groups may ask are:

What does this object tell us about the people of Japan and their culture?

Why do they wear clothes like these?

Is there a relationship between the geography of Japan and this item?

Another approach, depending on how many artifacts are available, is for the teacher to make up sample Japanese culture kits with all types of items in one kit. Each group would then examine different types of items to arrive at a more general view of Japanese life.

It is quite possible that based on the introductory activity, students will produce several stereotype impressions of Japan based on souvenirs. The rest of the unit will be devoted to accepting, rejecting, or revising hypotheses based on the initial study of the artifacts.

If the above activity is not used, a film such as Japan, Sheenya of the City or a sound filmstrip such as Japan: Emergence of a Modern Nation may introduce the unit. (See Notes to the Teacher, No. 11.)

The following are types of questions that the teacher may use with the film which may be shown both with and without sound.

Would you rather go to a school like Sheenya's than here? Why or why not?

What do you think of the emphasis on rules and courtesy in Sheenya's school?

What values do the Japanese appear to respect most?

How are your values different from and similar to those of Sheenya?

The following questions may serve as discussion topics from which many subtopics may emerge to be investigated further in small groups or individually. The questions are subordinated to the concept which they should best help to clarify. (For suggestions on approaches, see Notes to the Teacher, No. 1.)

Social Change:

What effect has the United States had on Japanese patterns of living?

Do you think the Japanese people are better off or worse off than before they were influenced by Western culture? Explain your answer.

In what ways can a visitor to Japan see Western influences on Japan?

What is the typical family structure in Japan, and how does it compare with that of the United States?

What role does tradition play in Japanese life? How are these traditions changing? Do we have counterpart traditions in the United States? If so, what?

Scarcity:

What effect has the shortage of natural resources had on Japanese life? (This might include farming, food, housing, and transportation.)

Why has Japan developed so much more rapidly than other countries of Asia?

Habitat:

What effect does nature and the physical environment have on Japanese culture such as buildings, furniture, religion, recreation, clothing, music, literature?

How do these aspects of life differ from those in the United States and why?

What is a typical menu in Japan and why are the items on the menu?

V. Unit Evaluation

Why has Japan developed so rapidly in industry compared with other Asian countries?

What values do the Japanese emphasize? Compare these with those emphasized in the United States.

What is unique about the Japanese life style and what has helped cause this uniqueness?

VI. Multimedia Materials

BASIC BOOKS

Caldwell, John C: Let's Visit Japan. New York: John Day Co., 1966.

Clayton, Robert and Miles, John. Japan and Korea. New York: Golden Press, 1968.

Geis, Darlene, ed. Let's Travel in Japan. Chicago: Children's Press, Inc., 1965.

Miller, Richard and Katoh, Lynn. Japan. New York: Franklin Watts, Inc., 1969.

Peterson, Lorrain D. How People Live in Japan. Chicago: Benefic Press, 1964.

BASIC FILM

Japan, Sheenya of the City. United World Films, 18 minutes. The film examines the everyday activities of an eleven-year-old boy in a city in Japan.

FILMSTRIPS

Japan: A Study in Depth. Warren Schloat Productions. A detailed examination of Japanese culture is offered in this set of eight sound filmstrips. The series is recommended for advanced students.

Japan: Emergence of a Modern Nation, Guidance Associates. This set of three sound filmstrips provides a historical background, as well as a look at contemporary life in Japan. Parts I and II can serve as background with Part III directly complementing the unit objectives.

Buddhism. Life Filmstrips. Recommended for the more advanced student, this filmstrip offers an excellent overview of Buddhism.

RECORDS

Japan: Its Music and Its People. Desto Records, 12 East 44th St., N.Y., N.Y. Sponsored by the World Federation of United Nations Associations, this record is an excellent supplement to the unit.

SUPPLEMENTARY FILMS

The following films are not as readily available from the Film Library as the basic films. For descriptions, see the County Film Guide.

Discovering the Music of Japan. Film Associates, 22 min.

Japan. International Film Bureau, 25 min.

Japan: East Is West. McGraw-Hill, 15 min.

Japan - Harvesting the Land and Sea. EBEC, 27 min.

Japan - Miracle In Asia. EBEC, 30 min.

Japanese Handicrafts. Film Associates, 11 min.

Japanese Village. McGraw-Hill, 15 min.

Silk Makers of Japan. Bailey, 16 min.

Treasures of Time - Oriental Art. International Film Bureau, 15 min.

TRANSPARENCIES

World Cultures, Japan, Keuffel and Esser, 1970. The following transparencies have been issued to all schools. Guides will accompany the set which deals with different aspects of Japanese geography.

"Political Features and Population Distribution"
"Major Climatic Zones"
"Factors Influenceing Climate"
"Rainfall Patterns"
"Major Vegetation Zones"
"Topographic"

THE U.S.S.R.

Estimated time of coverage - 3 to 4 weeks

I. Introduction

The purpose of this unit is to assist students to develop a realistic view of life in the Soviet Union. To accomplish this, students will examine the effect of geography, culture, government, and social institutions on the life style of the Soviet people.

Since this is a cultural unit, care should be taken to avoid a political or economic study of a Communist society. This aspect of the U.S.S.R. will be studied at the secondary level. Teachers, in handling this potentially controversial unit should approach the topic with an open attitude (permitting students to draw their own conclusions based on evidence presented). Because of the difficulty in obtaining unbiased materials on the U.S.S.R. students should be alerted to look for pro- or anti-Russian propaganda.

The written materials are limited, so reliance on other media is necessary.

II. Objectives

As a result of inquiry into the questions and activities suggested in Part IV, students should be able to

identify and explain the advantages and disadvantages that are inherent in a nation of great geographic area (transportation, climate, people, resources)

compare and contrast the basic rights of a citizen of the Soviet Union with the basic rights of an American citizen

locate on a map and discuss the basic features of the five natural regions of the U.S.S.R.

explain the need, in a growing industrial nation, for a well-developed transportation system by using the U.S.S.R. as a reference

compare and contrast the views of the good life held by citizens of the U.S. and citizens of the U.S.S.R.

III. Conceptual Base

This unit is centered around the following concepts:

The industrialization - urbanization syndrome is concerned with the quest for industrial development, the movement of population to cities, and the process of industrialization, which has changed modern man, offering him great hopes, yet providing him with some of his most serious problems.

Habitat and its significance is the relationship between man and his environment and modifications of that environment made by man.

Social control refers to the mechanisms by which society exercises its dominance over component individuals and enforces conformity to its norms. Both democratic and totalitarian forms of government profess to exist for the benefit of their citizens. Often, however, the state is treated as if it is more important than its individual citizens.

Empathy has been referred to as "putting oneself in the other man's shoes." The extent to which one may understand the attitude or behavior of another depends on the experience and the breadth of knowledge one has of the culture and individual problems of the person he is attempting to understand. Students should become aware of the importance of the dignity of every other individual. The individual's worth exists because the individual exists.

The questions and activities suggested in Part IV should help students understand these concepts.

IV. Organization and Activities

As an introduction to the unit, students view the provided set of slides presenting Soviet people. Ask the students to guess or infer where the people live. Have the children record their guesses, and justifications. The next day, show the slides again, discussing student justifications. After providing students with the correct placement of people, have them make generalizations about the Soviet Union based on their participation in the activity.

The following are some questions which should help students understand the concepts and attain the objectives of the unit (For ideas for approaches, see Notes to the Teacher, No. 1). Students may form hypotheses about the questions and search for evidence in available sources. Because written materials are limited, there may be greater reliance on filmstrips, film, and other media than in some of the other units. The best of the basic books is How People Live in the Soviet Union. Especially useful are parts I and II of the sound filmstrip series, from Guidance associates, The Soviet Union.

What do you think is meant by the statement, "Russia is not a country, but a world"?

Do you think the typical Soviet citizen thinks he is less "free" than you are?

What are the five natural regions of the U.S.S.R.?

How do you think your daily life might differ if you lived in each of the five regions?

Why do you think industrialization is moving from the western to the eastern part of the U.S.S.R.?

If you were going to build a 6,000 mile railroad in the U.S.S.R. where would you build it? Give the reasons for your decision. (Consider the location of resources, people, factories, government, ports, climate etc.)

What do you think a Soviet citizen's view of the "good life" is? What do you think would make your life a good life? How are the two views similar and different?

A useful film for viewing Soviet life through the eyes of children is Soviet School Children. Types of questions that might be used with this film are:

How does the daily school life of the Russian children compare with your own?

What subjects are emphasized in Russian schools? How do these compare with our own curriculum?

Do you think the school scenes shown are typical of all Russian schools? Why or why not? Is your school typical of all American schools?

Use panels or forums to present and discuss the following topics with evidence to support the following contentions.

The Volga River has played an important role in the U.S.S.R.

The Ukraine is a vital part of the U.S.S.R.

Life in rural Russia is better than urban life.

Russia has learned from others and is not suffering from pollution or wasting resources.

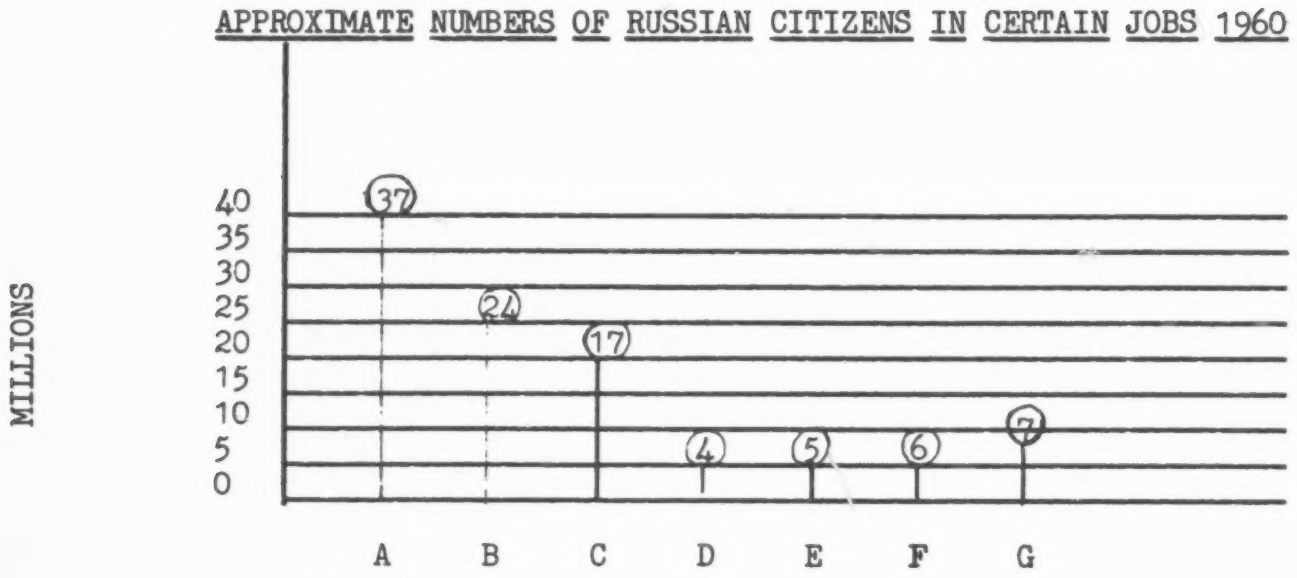
The following activities are included to develop skills in using sources and in reading graphs. These can be changed to be used as part of the unit evaluation.

Below are possible subjects. Under each one are listed three sources. Which would you consider most reliable for giving a true picture? Indicate the best by using the numeral one, the second best by using the numeral two, and three for the least reliable source of information about the subject.

The condition of rural life in Russia
- ( ) An official note to the French ambassador by the Russian Premier.
- ( ) A poem about the bravery of the Russian peasant soldier.
- ( ) A letter from a farmer to his brother.

Damage done during the Battle of Stalingrad
- ( ) A news item in Pravda
- ( ) Soviet army photographs
- ( ) Memoirs of the Russian general who defended the city, on the tenth anniversary of the event

Graph on manufacture production.



OCCUPATIONS A. Agriculture B. Manufacturing

C. Service and others D. Mining

E. Construction F. Trade and Commerce

G. Transportation and Communication

According to this graph

Bar B shows _____ occupations.

Bar E shows _____ occupations.

17 million people are shown by bar _____.

5 million people are shown by bar _____.

Bar B shows _____ million people.

Bar G shows _____ million people.

Most people hold jobs in _____.

Least people hold jobs in _____.

_____ million are employed in manufacturing.

_____ million are employed in mining.

Over half of the people are employed in _____ and _____.

V. Evaluation

It is mid-Spring and you are traveling south from Minsk to the Black Sea. Describe the land you will pass through with special attention to land, people, plants, and animals.

Do you think the life of the average Russian is improving? If so, in what way?

How are the rights of individuals in the Soviet Union different from and similar to the rights guaranteed to Americans?

VI. Multimedia Materials

BASIC BOOKS

Chabe, Alexander M. How People Live in the U.S.S.R. Chicago: Benefic Press, 1969.

Petrovich, Michael. Soviet Union. Boston: Ginn and Co., 1964.

Salisbury, Harrison E. Russia. New York: Macmillan Co., 1965.

BASIC FILM

Soviet School Children. Bailey Films, 11 min. This film shows a typical day in the lives of two Russian school girls. Emphasis is placed on school and after school activities and the effects they may have on the future of each girl.

FILMSTRIP

The Soviet Union: Its Land, Customs, and History. Guidance Associates.

SUPPLEMENTARY FILMS

The following films have limited value, but were not considered good enough to be placed on the basic list. For descriptions, see the County Film Guide.

Russia. International Film Foundation, 24 min.

Russian Life Today: Inside the Soviet Union. Christian Film Service.

U.S.S.R. - Geography and Peoples -- The Many Faces of a Vast Land. Universal Education and Visual Arts.

SLIDES

A series of eight slides has been distributed to each school. The set is to be used as introductory activity on the U.S.S.R. unit. These pictures are part of the sound filmstrip series, The Soviet Union, Guidance Associates.